

ANDREW J. BROWN ACADEMY

2009-2010 Performance Analysis

Core Question 1: Is the educational program a success?

1.1. Is the school making adequate yearly academic progress (AYP), as measured by the Indiana Department of Education's system of accountability?

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| STANDARD | School has met AYP across all student subgroups for the last two years. |
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2009-10 Performance: Approaching Standard

Andrew J. Brown Academy (AJB) did not achieve Adequate Yearly Progress (AYP) toward statewide academic goals set by the Indiana Department of Education (IDOE) in 2009-10. The IDOE determined that AJB made AYP for the 2009-10 school year in 15 of the 23 subgroups for which it was evaluated. The chart below details the school's 2009-10 performance in each subgroup.

| Student Group | English | Mathematics | Participation English | Participation Math | Attendance |
|----------------------------|---------|-------------|-----------------------|--------------------|------------|
| Overall | N | N | Y | Y | Y |
| Black | N | N | Y | Y | |
| White | Y | Y | Y | Y | |
| Limited English Proficient | Y | Y | | | |
| Free/Reduced Lunch | N | N | Y | Y | |
| Special Education | N | N | Y | Y | |

Blank areas indicate that the Indiana Department of Education concluded it was not possible to make a determination in the particular category for this school. Attendance rate determination is made only for "All students," not for subgroups.

1.2. Are students making substantial and adequate gains over time, as measured using value-added analysis?

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| STANDARD | Value-added analysis indicates that more than 75%-89% of tested students made sufficient gains. |
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2009-10 Performance: Approaching Standard

In 2009-10, Mayor-sponsored charter schools administered the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) test in reading, mathematics and

language in both the fall and spring. NWEA analyzed the results so the Mayor's Office could answer two questions about how much students learned during the 2009-10 academic year:

- Did students gain ground, lose ground or stay even compared to their state and national peers?
- What proportion of students made sufficient progress to reach proficiency over time?

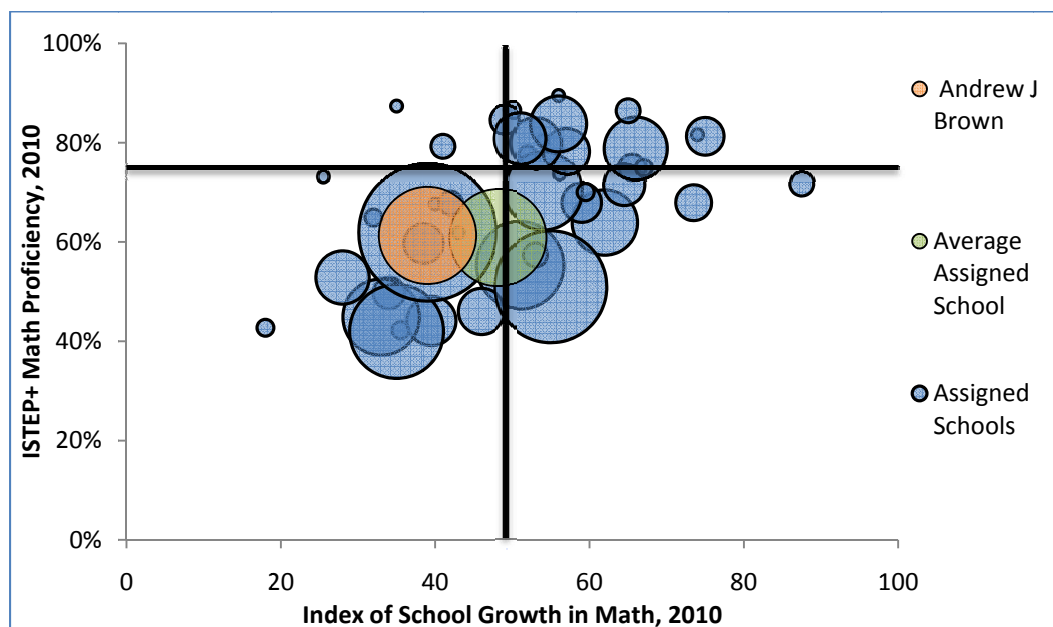
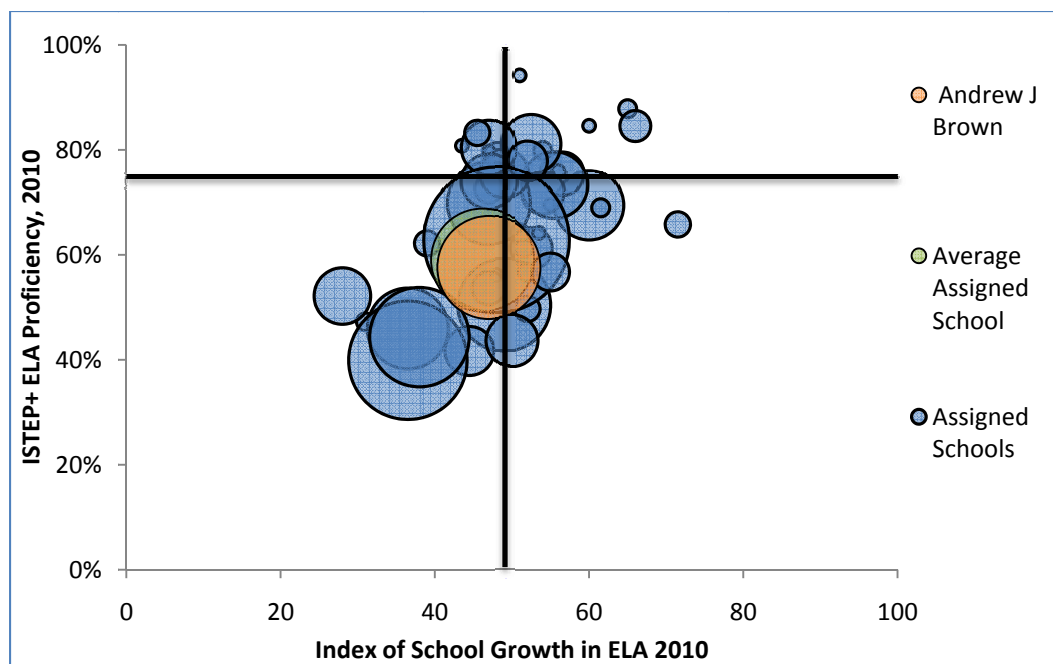
NWEA determined the target amount of growth each student needed to achieve between fall 2009 and spring 2010 in order to be on track to become proficient within two academic years. NWEA then compared the student's actual growth to this target. If the student's actual growth was greater than or equal to the target, the student was deemed to have made sufficient gains. NWEA calculated the percentage of AJB students who made sufficient gains in each subject and grade, and determined that a 72% of students made sufficient gains. The chart below details percentage of students at each grade level that made sufficient gains in each subject.

| Grade Level | LANGUAGE | MATH | READING | TOTAL |
|--------------------------|------------|------------|------------|------------|
| 2 | 67% | 59% | 66% | 64% |
| 3 | 67% | 85% | 61% | 71% |
| 4 | 73% | 87% | 74% | 78% |
| 5 | 67% | 65% | 62% | 65% |
| 6 | 82% | 74% | 79% | 78% |
| 7 | 79% | 77% | 79% | 78% |
| 8 | 81% | 73% | 64% | 73% |
| SCHOOLWIDE TOTALS | 72% | 74% | 69% | 72% |

| 1.3. Is the school outperforming schools that the students would have been assigned to attend? | |
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| STANDARD | School's overall performance in terms of both proficiency and/or growth is generally as good as that of the schools the students would otherwise have been assigned to attend. |

2009-10 Performance: **Approaching Standard**

The Mayor's Office compared the performance of AJB to that of Marion County public schools students would have been assigned to attend, based on their place of residence. While the overall proficiency and growth of students at AJB was comparable to their peers in English/Language Arts (ELA), they made less growth than their peers in Mathematics. Therefore, in 2009-10, the school's performance was approaching the standard for this indicator.



How to read these figures: Blue bubbles represent the traditional public school that students would have been assigned to attend if they did not attend AJB. The size of each blue bubble is proportional to the number of AJB students who would have attended that school. The horizontal axis line represents the average ISTEP+ performance in Indiana, while the vertical axis line represents 50th growth percentile. Schools located above the horizontal axis had better-than-average performance, while schools located to the right of the vertical axis showed, better-than-average improvement. The green bubble represents the average performance and improvement of all assigned schools. The orange bubble represents the performance of AJB students.

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| 1.4. Is the school meeting its school-specific educational goals? | |
| STANDARD | School has clearly met its school-specific educational goal. |

Not applicable. The school did not have school-specific educational goals to be evaluated in 2009-10.

